


66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Introducing the NC Early Learning and Development Progressions (Birth to Five)

Pre-K Demonstration Program
NC Early Learning Network



SELF-ASSESSMENT: A Journey of Change

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Welcome and introductions



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Objectives

Participants will understand:

- The purpose of the NC Early Learning and Development Progressions
- The format of the progressions
- How to use the progressions for formative assessment



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What are the NC Early Learning and Development Progressions?



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The back story



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The link to the NC Foundations for Early Learning and Development Standards



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Overview of the learning progressions

- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Cognitive Development (CD)

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Goals

- Thirty-seven goals from the NC Foundations for Early Learning and Development



- Sixty-nine developmental skill progressions from birth to age five

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Overview of the progressions

Domain: Language Development and Communication (LDC)
BIRTH TO FIVE PROGRESSIONS

Subdomains: Learning to Communicate						
LDC Goal 3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
Skill Progression	30-33 months	33-36 months	36-42 months	42-48 months	48-54 months	54-60 months
Asks questions	Asks "what doing" questions	Regularly asks for clarification	Regularly requests clarification	Asks, "why," and "how"	Asks questions about how and how person feels	Asks about another person's perspective (e.g., "What do you think about...?")
		Asks a variety of questions, including "what," "what," "where," "where," "is," and "do"			Asks what words mean	

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Overview of the progressions

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LDC Goal 3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
Age level for skill	Skill Progression	Skill	Situations for Observation of Skill	Elicitation Strategy	Behavior Observed	Interventions and Instruction (Embedded Instruction)
30-36 months	Asks questions	Understands questions about objects, people and basic routines	Observe the caregiver and child reading a new story with a different culture represented, such as <i>Diary of a Wimpy Kid</i>	Have the adult ask the child questions about the people, the dress, the clothing, etc.	Answers or demonstrates an understanding of a variety of questions through actions or verbalizations	Reading a variety of different types of books, including storybooks, poetry books, predictable books, number books, and expository books with real pictures enables caregivers to discuss many topics and ask a variety of different questions
	Asks questions	Regularly asks for clarification		No encouragement needed	Stories based on a different culture have children's interest in similarities and differences and motivate them to ask a variety of questions	Reading a broad range of books also provides source of content that will stimulate children to ask higher level questions to gain more information

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Uses of the progressions:

- Child outcomes measurement
- Age anchoring
- IEP goal development
- Interventions and teaching
- Formative assessment

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Formative assessment is:

- a process used by teachers and children during play and learning activities,
- that provides feedback to the teachers and children,
- so that teachers can adjust their teaching to meet the needs of children, and
- so that children can understand what is expected of them.

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Formative Assessment

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graph TD
    A((Where Am I Going?)) --> B((Where Am I Now?))
    B --> C((How Do I Close the Gap?))
    C --> A
    A <--> B
    B <--> C
    C <--> A
    
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Steps in the formative assessment process



- Determine clear learning targets
- Define criteria for success
- Collect/document and analyze evidence
- Provide clear, descriptive feedback
- Change or adjust instruction

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Progressions and formative assessment



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Determining a child's next step



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Introducing the online platform



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Using progressions



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Group activity:

- Watch the video clip
- Script your observation of the activity
- Using the learning progressions, determine the domain and skill
- Determine the child's current level of functioning
- Determine the next step in the skill progression
- Select an activity to teach the skill
- Share with the whole group

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Access to the NC Early Learning and Development Progressions






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Next steps

- How to access progressions in PDF document
- How to access the online platform
- Upcoming modules using the progressions
- What training would be helpful?

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Questions



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